

DOCUMENT RESUME

ED 447 882

JC 010 049

AUTHOR Bashford, Joanne
TITLE How Do Enrolled Students Evaluate Miami-Dade Community College Services?
INSTITUTION Miami-Dade Community Coll., FL. Office of Institutional Research.
REPORT NO 99-09R
PUB DATE 1999-11-00
NOTE 50p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Ancillary School Services; Community Colleges; *Participant Satisfaction; *Student Attitudes; Student Characteristics; *Student Surveys; Tables (Data); Two Year Colleges; *User Satisfaction (Information)
IDENTIFIERS *Miami Dade Community College FL

ABSTRACT

This document summarizes findings of a Fall 1998 survey assessing student satisfaction with services at Miami-Dade Community College (MDCC). The 40-question survey was similar to those administered to graduating and enrolled students in 1993 and 1994, respectively. However, caution should be exercised in comparing responses from graduating students to a cross-section sample of enrolled students, since graduating students who have been successful in pursuing educational goals may rate services higher. The 5,118 students in the 1998 sample appear to be representative of the student population as a whole in terms of gender and ethnicity. Compared to the whole student body, respondents were more likely to be full-time, new students and less likely to be vocational students. Eighty-five percent of students report being satisfied and 23% of those being very satisfied overall, with MDCC. Specific satisfaction ratings vary somewhat by campus, and by survey question. Generally, 1998 respondents rate effectiveness of services at a lower level than in previous surveys. A brief written description of survey results is followed by 13 tables of summary results--collegewide and by campus, by when students report taking most of their classes, and by part-time/full-time status. The survey instrument is included in Appendix A. (PGS)

ED 447 882

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

J. Bashford

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

HOW DO ENROLLED STUDENTS EVALUATE MIAMI-DADE COMMUNITY COLLEGE SERVICES?

Research Report No. 99-09R

November 1999



Institutional Research

JC010049

Miami-Dade Community College

**HOW DO ENROLLED STUDENTS EVALUATE
MIAMI-DADE COMMUNITY COLLEGE SERVICES?**

Research Report No. 99-09R

November 1999

**Joanne Bashford
Associate Director**

Miami-Dade Community College

INSTITUTIONAL RESEARCH

**Cathy Morris
District Director**

Table of Contents

	Page
Introduction.....	1
Demographic Information	1
Part I: Ratings of Services	2
College-Wide Results	2
Campus Results	3
Results by Part-Time and Full-Time Status of Respondents	4
Results by When Students Take Classes	5
Part II: Student Agreement with Statements Related to Services and Support Provided by Miami-Dade Community College	5
College-Wide Agreement Ratings	5
Campus Agreement Ratings	6
Part III: Overall Satisfaction Rating	7
Part IV: Student Comments	7
Appendix A: Survey Instrument.....	27

List of Tables

Table	Page
1 Demographics of the Sample Compared to Fall Term 1998-1 Students at Miami-Dade	10
2 Additional Characteristics of the Sample.....	11
3 Ratings of M-DCC Services – College-Wide and by Campus.....	12-15
4 Ratings of M-DCC Services by Part- and Full Time Students.....	16
5 Ratings of M-DCC Services by When Students Take Classes	17-18
6 Student Agreement with Statements Related to Services and Support – College-Wide	19
7 Student Agreement with Statements Related to Services and Support – North Campus	20
8 Student Agreement with Statements Related to Services and Support – Kendall Campus	21
9 Student Agreement with Statements Related to Services and Support – Wolfson Campus	22
10 Student Agreement with Statements Related to Services and Support – Medical Center Campus	23
11 Student Agreement with Statements Related to Services and Support – Homestead Campus	24
12 Student Agreement with Statements Related to Services and Support – InterAmerican Campus	25
13 Overall Satisfaction Rating – College-Wide and by Campus	26

How Do Enrolled Students Evaluate Miami-Dade Community College Services?

Introduction

This report presents the findings from an Enrolled Student Survey administered to Miami-Dade Community College students during Fall Term 1998-1. The survey assessed student satisfaction with services received at M-DCC. Most of the items were taken from previous surveys administered to graduating and enrolled students by Institutional Research in 1993 and 1994 respectively. By using the same or similar items, we are able to capture changes in student opinions related to the effectiveness of these services. A number of questions were also included to gather specific demographic information about students to supplement the information that is available on student data files. A copy of the survey instrument is included in Appendix A. Results are presented college-wide and by campus, by when students report taking most of their classes, and by part-time/full-time status.

Course sequences (excluding ESL/ENS and non-credit courses) were selected randomly from each campus to yield a 10% sample college-wide (approximately). Students completed the surveys in the classrooms and survey materials were processed by the Campus Testing Departments. Results were analyzed by Institutional Research using SAS programming.

Table 1 displays characteristics of the 5,118 students who responded to the survey. Respondents appear to be representative of the college population as a whole in terms of gender and ethnicity. A number of differences between the sample and the student body should be noted however.

The percent of students reporting full-time status was higher in the sample (42%) than in the credit student population (31%) for Fall Term 1998-1. A higher proportion of students in the sample reported having no earned credits at the time of survey administration (26.2% compared with 18.2% in the fall enrollment). The high participation of such new students in the survey process may influence the results since newer students have had less experience with the services available to them and may be less able to rate them appropriately. This should be considered when making comparisons to results obtained in previous surveys of enrolled students where the proportion of students with no cumulative credits earned was lower, and certainly when comparing with responses given by graduating students in previous surveys.

Vocational students were notably underrepresented in the sample (less than 2% of the sequences selected were vocational courses). Future survey efforts will target vocational and ESL/ENS students to elicit feedback from these student groups.

Demographic Information

Table 2 illustrates some additional characteristics of students in the sample and provides some interesting insights into M-DCC students. A quarter of the students reported taking most of their classes in the evenings (26.1%), but the majority (60.2%) reported attending classes mostly in the mornings. A small percentage (1.4%) reported taking most of their classes on the weekends, which may be due to course scheduling, student demand, or simply sampling distribution.

Almost a third of the students reported working at least 40 hours a week (30.3%), with an additional 11.2% working 35-39 hours a week. Less than a quarter (22%) reported not working at all. Almost a quarter of the students reported annual household incomes of greater than \$40,000, but 17.1% reported incomes of less than \$10,000. A significant characteristic of the M-DCC student is the percentage who are 'first generation' college students – neither parent having attended college. More than half of the respondents (52%) were in this category.

Part I: Ratings of Services

In this section students were asked to respond to questions about fourteen different services provided by the College. They were asked to indicate if they knew about the service, if they used the service, and finally if they were satisfied with the service received. The items in this section were taken from the Graduating Student Survey administered in 1994. While results can be compared with those obtained in the previous survey, we should be cautious in our comparisons since the current enrolled student sample is likely to differ from a sample of graduating students. Presumably, the graduating students have been successful in pursuing their educational goals at M-DCC and using the services, therefore, they may report a higher level of satisfaction with the services than reported by a cross sectional sample of enrolled students.

College-wide and campus results are presented in Table 3. The first three columns show the number and percent of students who used the service and the percent of users who were satisfied with the service. Results are split on the basis of usage: 50% or more used the service (top grouping) or fewer than 50% used the service (bottom grouping). Within these two groupings, results are sorted high-to-low by the percent of users who were satisfied. On the whole, the majority of students who used any given service were satisfied with the service they received (no rating fell below 60%).

College-Wide Results

Seven items appear among the most frequently used services in the College, and the top rated of these is the **Library** with 88.7% of users satisfied with the service. Ninety three percent of the graduating students in the previous survey reported being satisfied with the library.

Next was **Testing Services** with 87.5% satisfied with the service. This compares with the 90.2% satisfaction rating obtained in the previous survey.

The **Reading, Writing, Math, or Study Skills Labs** received an 87.1% satisfaction rating. This is very close to the 88.4% rating obtained in the previous survey for the labs.

Approximately 90% of students reported having used the **Admissions and Registration** service and of those, 86.4% were satisfied with the service. This compares with the 90.4% satisfaction rating for this area obtained in the 1994 Graduating Student Survey.

Approximately three-quarters (74.2%) of the students who used the **Advisement and Counseling** service reported being satisfied with the service. In the previous Graduating Student Survey, 81% of the users reported being satisfied with advisement and counseling received at the College.

The **Bookstore** had the highest percentage of students using the service – 91.2%. About 74% of the students who used the bookstore reported being satisfied. This is considerably lower than the 89.2% satisfaction rating obtained in the previous Graduating Student Survey.

For the **Financial Aid** area, approximately 60% of students reported using the service, with 71.4% satisfied with the service received. This is also lower than the 80.9% satisfaction rating obtained in the previous Graduating Student Survey.

For the seven less frequently used services, slightly over 45% of the students did not know about **Cultural Programs and Events** at M-DCC, but 87.5% of the students who participated were satisfied. In the previous Graduating Student Survey, 18% did not know about cultural programs and events and close to 90% of those who participated were satisfied.

Campus Security received an 83.4% satisfaction rating by students who used the service. This is slightly higher than the 81% satisfaction rating obtained in the previous Graduating Student Survey.

Almost 40% of the students did not know about the **Recreation and Athletic Programs** offered at the College, but of those who participated in some way in the programs, 83.1% were satisfied. This compares with 92.3% of the graduating students in the previous survey who reported being satisfied with recreation and athletic programs.

Almost 83% of the students who used **Career Planning Services** reported being satisfied, although 45% did not know about the services. This satisfaction rating is similar to that obtained in the previous survey (83.3%).

Tutoring Services received an 80% satisfaction rating from students who used the service. Only 24.4% of students reported using tutoring services and 26.1% did not know that tutoring was available. In the previous survey, only about 15% of the students were unaware of available tutoring services, approximately 30% had used the services, and 80.9% were satisfied if they used the services. Again, it should be emphasized that the previous survey was of graduating students who had more time to become familiar with, and take advantage of, the services.

Almost 76% of the students who used the **Cafeteria** reported being satisfied compared with 83.9% of graduating students in the previous survey.

Of the students who used **Job Placement Services**, 69.8% reported being satisfied. Almost 44% of the students did not know about the service. This satisfaction rating is slightly higher than the rating obtained in the previous survey (68.3%).

Campus Results

Campus details focus on the high and low rated items, and those that differed by more than 5 percentage points from the combined college-wide rating.

In general, **North Campus** results follow the same pattern as college-wide results. The Library received the highest satisfaction rating for services used by 50% or more of students (91.6% satisfied). The Bookstore received the lowest rating in this group with 68.7% of students satisfied compared with 73.8% for students college-wide. For services used by fewer than 50% of students, Recreation & Athletic Programs received the highest satisfaction rating (91.1%) which was well above the college-wide average (83.1%).

For **Kendall Campus**, the Library received the highest satisfaction rating for services used by 50% or more of students (89.6% satisfied), and Advisement and Counseling received the lowest (70.7% satisfied compared with 74.2% college-wide). The Cafeteria is among the high use services at Kendall and 79.9% of students were satisfied with the service. The Bookstore was also among the high use services and received a rating of 79.9% satisfied from Kendall students compared with 73.8% college-wide. Financial Aid had a usage rate of 46.6% and received a satisfaction rating of 63.8% among Kendall students compared with 71.4% college-wide.

The Testing Office on **Wolfson Campus** received the highest satisfaction rating (87.3%) for services used by 50% or more of students, which is about the same as the 87.5% rating received college-wide by this service. Financial Aid received the lowest rating in this group (74.8% satisfied) but was rated higher than the college-wide average (71.4%). For services used by fewer than 50% of students, four areas received ratings that were at least 5 percentage points lower than the college-wide average: Tutoring Services received a satisfaction rating of 69.3% by Wolfson students compared with 80% college-wide; Recreation and Athletics received a 77.9% satisfaction rating compared with 83.1% college-wide; Career Planning received a 76.5% satisfaction rating compared with 82.7% college-wide; and Job Placement received a satisfaction rating of 63.1% compared with 69.8% college-wide.

Medical Center Campus had eight services used by more than 50% of the students including Campus Security and the Cafeteria, which are not among the high use services college-wide. The highest satisfaction rating was for the Library -- 89.8%. Campus Security was next and was rated at 89.1% satisfied compared with 83.4% college-wide. Advisement and Counseling received a 79.5% satisfaction rating compared with 74.2% college-wide. The Bookstore received a rating of 68.3% compared with 73.8% college-wide. The lowest rating is for the Cafeteria (45.8% satisfied) since the campus has a food service area but no real cafeteria. For services used by fewer than 50% of students, ratings for Recreation & Athletic Programs and Cultural Programs and Events are much lower than college-wide due to less emphasis placed on these services on Medical Center Campus. Job Placement received a much higher rating from Medical Center Campus students (75.7%) than the college-wide rating (69.8%).

For **Homestead Campus**, only six services were used by more than 50% of students. The highest satisfaction rating was reported for the Reading, Writing, Math, or Study Skills Labs -- 92.4%, well above the college-wide rating of 87.1%. Admissions and Registration received a 91.5% satisfaction rating compared with 86.4% college-wide. Advisement and Counseling received a satisfaction rating of 85.6% compared with 74.2% college-wide. The Bookstore received the lowest satisfaction rating in this group-- 60.8% compared with 73.8% college-wide. For services used by fewer than 50% of students, Job Placement received a satisfaction rating of 88.9% compared with 69.8% college-wide; and finally, the Cafeteria (or food service area perceived as a cafeteria by students) received a rating of 67.6% compared with 75.6% college-wide.

For **InterAmerican Campus**, there were eight services used by more than 50% of the students, with Campus Security receiving the highest satisfaction rating (89.8% compared with 83.4% college-wide). Financial Aid received a rating of 84.4% satisfied compared with 71.4% college-wide, while the Library received a rating of 82.4% compared with 88.7% college-wide. The Bookstore was the lowest rated of the high use services with 73.6% satisfied. For services used by fewer than 50% of students, Job Placement received a satisfaction rating of 75.8% compared with 69.8% college-wide; the Cafeteria (or food service area perceived as a cafeteria by students) received a rating of 81.9% compared with 75.6% college-wide, and Recreation and Athletic Programs received a rating of 75% compared with 83.1% college-wide. Since the InterAmerican Campus is relatively new, some of these services are not fully established at the Campus and the satisfaction ratings should be viewed with this in mind.

Results by Part-Time and Full-Time Status of Respondents

Table 4 displays the college-wide satisfaction ratings of respondents by part-time and full-time status. With a few exceptions, ratings by part-time and full-time students are very similar. For services used by more than 50% of students, the **Library** is the highest rated item by both groups. The **Testing Office**, **Admissions & Registration**, and **Study Skills Labs** are all rated at over 80% satisfied for each group.

The percent of students who used **Financial Aid Services** is understandably lower for part-time students (58% vs. 66% for full-time students) due to credit load requirements for some types of aid. The level of satisfaction with financial aid services among part-time students who used the service is also lower (69% vs. 74% for full-time users).

The **Cafeteria** is among the high use services for full-time students (53.9% used) but not for part-time students (43.9% used). In spite of this, the satisfaction rating is slightly higher for part-time students (76.3% satisfied vs. 74.4% for full-time).

For services used by fewer than 50% of students, **Tutoring Services** had about the same usage for part-time and full-time students (25%), but the level of satisfaction is higher among full-time students (82% vs. 78% for part-time students). Perhaps full-time students find it easier to schedule tutoring sessions since they presumably spend more time on campus than part-time students.

In contrast, part-time students seem to be somewhat more satisfied with the **Recreation and Athletic Programs** (84% vs. 81% for full-time students) although they participate at about the same rate (14% vs. 13% for full-time students).

Job Placement Services were slightly more likely to be used by full-time respondents (18% vs. 16% for part-time students), but the level of satisfaction with the service was higher among part-time students who used the service (71% vs. 67% for full-time students).

Campus Security was slightly more likely to be used by full-time students (39% vs. 37% for part-time students), and they reported a higher level of satisfaction with the service (86% vs. 81% for part-time students).

Results by When Students Take Classes

Table 5 displays the service ratings given by respondents by when they report taking most of their classes. With the exception of students reporting that they take most of their classes on the weekends, the usage rate and satisfaction ratings are very similar. No notable differences in the rate at which students access services and report satisfaction with the service received was apparent between students taking most of their classes in the mornings, afternoons, or evenings. Students who reported taking most of their classes on the weekends had a lower rate of accessing services and, for some services, a lower satisfaction level. The number of students in this category is very small, however, so results should be interpreted cautiously.

Part II: Student Agreement with Statements Related to Services and Support Provided by Miami-Dade Community College

For this section students were asked to indicate their level of agreement with twelve statements related to services and support provided by M-DCC. Most of these items were taken from a previous Enrolled Student Survey conducted by Institutional Research and reported in RR No. 94-10R. The response scale was modified for this survey to include an 'unable to rate' response. Since the previous survey did not include this option, it is believed that most students who really did not feel able to rate the item left it blank, chose 'uncertain', or arbitrarily selected another response instead. The response choices 'strongly agree' and 'strongly disagree' were also omitted for the current survey. Since these responses were collapsed into one reported agree or disagree rate in the previous survey report, some comparisons can be made between agreement ratings obtained in the 1994 survey and those obtained in the current survey. These comparisons should be made cautiously however, since the response scale was not exactly the same.

College-Wide Agreement Ratings

College-wide agreement ratings are reported in Table 6. Results are sorted high-to-low based on the percent of students agreeing with the statement.

The majority of students (69%) agreed that M-DCC has **a flexible schedule of courses offered at a variety of times throughout the day and during the week**. This is similar to the 72% agreement rating reported by students in the previous survey.

Sixty-three percent of students agreed that M-DCC has **computers and other equipment to support my program**. This compares with the 69% agreement rating from the previous survey.

The majority of students (60%) agreed that M-DCC has **faculty members who are accessible**. In the previous survey, 64% of students agreed with this statement.

Most students (56%) agreed that M-DCC has **a library that meets the students' needs**. This compares with the 66% agreement rating obtained in the previous Enrolled Student Survey.

Slightly more than half (52%) of the students agreed that M-DCC has ***an advising program focused on the student's academic and overall curriculum requirements***. This compares with the 60% agreement obtained in the previous survey.

Forty-nine percent of students agreed that M-DCC has ***faculty members who care about my progress and want me to succeed***. This item was taken from the previous Graduating Student Survey. In that survey, 55% of students agreed that the statement was true most of the time and an additional 35% agreed that it was true sometimes.

Thirty-five percent of students agreed that M-DCC has ***other personnel who care about my progress and want me to succeed***. This item was also taken from the previous Graduating Student Survey, in which 40% of students agreed that the statement was true most of the time and an additional 39% agreed that it was true sometimes.

Thirty percent of students agreed that M-DCC has ***adequate transportation to and from the campus*** and 41% were unable to rate the statement. This compares with 43% agreement indicated by students in the previous survey.

Approximately 25% of students agreed that M-DCC has ***an excellent career counseling program*** compared with 46% in the previous survey. Thirty-one percent of the students were unable to rate this statement and 32% were uncertain.

Approximately 23% of students agreed that M-DCC has ***programs leading directly to a job*** and a large percentage of students (43%) were unable to rate the statement. In the previous Enrolled Student Survey, 37% of students agreed with this statement.

A large percentage of students (45%) were unable to rate the statement that M-DCC has ***an excellent job placement program***. Of those who were able to rate, 17% agreed with the statement compared with 33% in the previous survey.

The majority of students (57%) were unable to rate the statement that M-DCC has ***an adequate child care program***. Of those who were able to rate the statement, 15% agreed. In the previous survey, the item simply asked students if they agreed that M-DCC had a child care program and to this statement, 35% agreed.

Campus Agreement Ratings

North Campus results are presented in Table 7. Agreement ratings for North Campus were similar to the college-wide ratings with two notable exceptions. Sixty-one percent of North Campus students agreed that the library meets the students' needs compared with 56% of students college-wide. Students on North Campus were less likely to agree that M-DCC has 'computers and other equipment to support my program' (57% vs. 63% college-wide).

Table 8 displays **Kendall Campus** results. The campus results mirror college-wide results with the exception of the percent of Kendall Campus students who agreed that M-DCC has 'a flexible schedule of courses offered at a variety of times throughout the day and during the week' (76% vs. 69% college-wide).

Wolfson Campus results are presented in Table 9. With two exceptions, the Wolfson Campus results are very similar to college-wide agreement ratings. Wolfson Campus students were less likely to agree that the library meets the students' needs (50% vs. 56% college-wide) and much more likely to agree that transportation to and from the campus is adequate (42% vs. 30% college-wide).

Agreement ratings for **Medical Center Campus** are displayed in Table 10. Given the specialized nature of the Medical Center Campus, it is not surprising that agreement ratings for a number of items differed significantly from college-wide ratings. Students at Medical Center Campus were more likely to agree that M-DCC has 'computers and other equipment to support my needs' (74% vs. 63% college-wide), 'faculty members who are accessible' (67% vs. 60% college-wide), 'a library that meets the students' needs' (63% vs. 56% college-wide), 'faculty members who care about my progress and want me to succeed' (63% vs. 49% college-wide), 'other personnel who care about my progress and want me to succeed' (47% vs. 35% college-wide), and 'programs leading directly to a job' (41% vs. 23% college-wide). Medical Center students were less likely to agree that M-DCC has a flexible schedule of courses (47% vs. 69% college-wide), and that transportation to and from the campus is adequate (23% vs. 30% college-wide).

Table 11 displays the agreement ratings for the **Homestead Campus**. Most agreement ratings for this campus were similar to college-wide ratings. Several differed at least five percentage points however. Students on Homestead Campus were more likely to agree that M-DCC has 'computers and other equipment to support my program' (71% vs. 63% college-wide), and that M-DCC has 'other personnel who care about my progress and want me to succeed' (53% vs. 35% college-wide). They were much less likely to agree that the schedule of courses is flexible (62% vs. 69% college-wide) and that transportation to and from the campus is adequate (17% vs. 30% college-wide).

InterAmerican Campus agreement ratings are presented in Table 12. Students at InterAmerican were more likely than students college-wide to agree that M-DCC has 'computers and other equipment to support my program' (70% vs. 63%), 'other personnel who care about my progress and want me to succeed' (43% vs. 35%), 'an excellent career counseling program' (39% vs. 25%), 'an excellent job placement program' (28% vs. 17%), 'programs leading directly to a job' (29% vs. 23%), and an 'adequate child care program' (25% vs. 15%). InterAmerican Campus students were less likely than students college-wide to agree that M-DCC has 'a library that meets the students' needs' (44% vs. 56%), and a flexible schedule of courses (63% vs. 69%).

Part III: Overall Satisfaction Rating

In the final question on the survey, students were asked to rate their overall satisfaction with Miami-Dade Community College. College-wide and campus results are presented in Table 13. Overall, students enrolled at M-DCC appear to be quite satisfied with their experiences at the College – **85% report being satisfied** with 23% of those 'very satisfied'. Overall satisfaction ratings vary somewhat by campus and the reader is invited to review these results.

Part IV: Student Comments

Students were given the opportunity to write comments on anything they wished at the end of the survey. Approximately 200 comments were received in the Institutional Research office from North, Kendall, and Medical Center Campus students. While the comments covered a wide range of topics, many targeted specific M-DCC service areas or grouped around common themes. These services and themes follow:

Bookstore:

> (24 comments)

The bookstore received more comments than any other service area. Most of the comments were directed toward the prices of books with students complaining that books are too expensive. Many comments were also received about the lines and crowding in the bookstore, especially at the beginning of the terms.

Financial Aid:

➤ (21 comments)

Within the Financial Aid area, a number of students commented on the length of time it takes to receive service and have applications processed. In addition, students were concerned about the equity of the award process and wished that more money was available. They also suggested that the financial aid application process should be put on the Internet to be more efficient.

Faculty & Quality of Instruction:

➤ (20 comments)

More than 20 comments were received which specifically addressed faculty and the quality of instruction at M-DCC. A number of students noted that M-DCC faculty are excellent - highly qualified, caring, and helpful. Others commented that faculty should be more thorough, patient, and interested in motivating students. Still others felt that teaching methods should be changed and that professors should be on-line daily to be more accessible to students. The need for treating students with respect and recognizing the other commitments and responsibilities that adult students have was mentioned several times. And finally, one student hoped that teacher evaluations were really read and taken seriously by faculty.

Advisement and Counseling:

➤ (18 comments)

Many students commented on advisement and counseling at M-DCC offering suggestions such as having students make appointments to see advisors to minimize lines, providing more assistance to students in choosing a major, and being more careful in advising students to take courses which count toward their degrees and which will transfer to universities. In addition, students who provided comments wanted advisors to be more organized, knowledgeable, and willing to spend time with the students.

Admission and Registration:

➤ (15 comments)

Most of the students commenting on admission and registration services seem to perceive the services as disorganized. They complained about getting the 'run around' and being rushed by registration staff. Among suggestions offered are to print pre- and co-requisites in the schedule of courses to assist students in registration, and to print teacher's names in the schedule.

Cafeteria:

➤ (15 comments)

Students complained about the prices in the cafeteria, saying they are too expensive. They also expressed interest in having outside food vendors like McDonald's on campus.

Facilities and Parking:

➤ (15 comments)

The comments received in this area varied by campus. Medical Center Campus students requested better shuttle service, Kendall Campus students wanted another outreach center like the West Dade Center to be established, and North Campus students suggested that the school's appearance could be better. Students on Kendall and Medical Center Campuses complained about lack of adequate parking facilities.

Academic Requirements:

➤ (12 comments)

Within this topic students commented on the rigorous, demanding nature of some of the courses required for their specific degree programs, although several acknowledged that challenging courses were exciting. Several students complained about the time required to complete needed college preparatory courses, as well as concern over taking courses that would not be accepted when transferring to a university. One student suggested that the 'entrance exam' should be reformed to better place students according to their ability level and another felt that students should be graded on progress and effort, in addition to achievement, in college preparatory courses.

Campus Life/Student Activities:

➤ (10 comments)

Most of the comments in this area came from Kendall Campus students who were suggesting that more student activities should be scheduled, a student center or meeting place should be established, and more clubs and social events should be available to students.

Communication:

➤ (10 comments)

A number of comments were received about the need for better communication with students. Several students felt that it was very confusing trying to get the information they needed from M-DCC and said they heard most of the information needed 'through the grapevine'. Students commented on 'getting the run around', and the need for staff who are better trained and able to accurately answer questions.

Schedule:

➤ (9 comments)

Most of the comments received in this area were requesting additional evening and weekend course offerings. One student suggested expanding the courses offered during the spring/summer terms and another hoped for more courses offered through the Internet.

Academic and Support Labs:

➤ (8 comments)

Several students requested that the lab hours be extended and include weekends to accommodate the schedules of students who work. Others complained that too many lab assignments were required and that the labs themselves were too crowded.

Library:

➤ (6 comments)

The comments received about the libraries generally acknowledged the good work of library personnel, but called for increased funding to enhance and update the collection of books and the library facilities.

Table 1
Demographics of the Sample Compared to
Fall Term 1998-1 Students at Miami-Dade

SAMPLE (N = 5,118)			FALL TERM 1998-1 ENROLLMENT		
	Number	Percent		Number	Percent
Course Campus of Respondent			Headcount by Course Campus - Duplicated Across Locations		
North	1,131	23.7%	North	16,728	32.2%
Kendall	1,611	33.7%	Kendall	18,393	35.4%
Wolfson	878	18.4%	Wolfson	9,065	17.5%
Medical Center	406	8.5%	Medical Center	2,186	4.2%
Homestead	340	7.1%	Homestead	1,695	3.3%
InterAmerican Center	410	8.6%	InterAmerican Center	3,852	7.4%
Total	4,776	100.0%	Total	51,919	100.0%
Gender			Gender		
Male	2,057	40.5%	Male	19,342	40.8%
Female	3,025	59.5%	Female	28,122	59.2%
Total	5,082	100.0%	Total	47,464	100.0%
Ethnicity			Ethnicity		
White Non-Hispanic	655	12.9%	White Non-Hispanic	6,448	13.6%
Black Non-Hispanic	1,062	20.9%	Black Non-Hispanic	10,082	21.2%
Hispanic	2,951	58.1%	Hispanic	29,968	63.1%
Other	408	8.0%	Other	966	2.0%
Total	5,076	100.0%	Total	47,464	100.0%
Number of Credits Completed			Number of Credits Completed		
None	1,330	26.2%	None	8,648	18.2%
1 - 11	653	12.9%	1 - 11	4,636	9.8%
12 - 24	885	17.4%	12 - 24	7,405	15.6%
25 - 59	1,571	31.0%	25 - 59	15,709	33.1%
60+	636	12.5%	60+	11,066	23.3%
Total	5,075	100.0%	Total	47,464	100.0%
Enrollment Status			Enrollment Status		
Full-Time	2,142	42.2%	Full-Time	14,740	31.1%
Part-Time	2,939	57.8%	Part-Time	32,724	68.9%
Total	5,081	100.0%	Total	47,464	100.0%

Table 2
Additional Characteristics of the Sample

	Number	Percent
When Students Take Classes		
Mostly Mornings	2,974	60.2%
Mostly Afternoons	612	12.4%
Mostly Evenings	1,287	26.1%
Mostly Weekends	67	1.4%
Total	4,940	100.0%
How Many Credits Usually Taken by Semester		
1 - 6	1,113	21.9%
7 - 11	1,826	35.9%
12 or More	2,142	42.2%
Total	5,081	100.0%
Degree Sought by Respondents		
Vocational Certificate	80	1.8%
College Credit Certificate	67	1.5%
Associate in Arts	2,844	64.5%
Associate in Science	1,282	29.1%
Other	136	3.1%
Total	4,409	100.0%
Employment Status of Respondents (Number of Hours Worked per Week)		
None	1,121	22.0%
1 - 20	771	15.1%
21 - 34	1,085	21.3%
35 - 39	573	11.2%
40 or More	1,545	30.3%
Total	5,095	100.0%
Grade Point Average		
<2.0	301	6.3%
2.0 - 2.49	919	19.1%
2.5 - 2.99	1,631	33.9%
3.0 - 3.49	1,250	26.0%
3.5+	704	14.7%
Total	4,805	100.0%
Total Annual Household Income		
Less Than \$10,000	846	17.1%
\$10,000 - \$20,000	1,157	23.4%
\$20,001 - \$30,000	1,017	20.6%
\$30,001 - \$40,000	739	15.0%
More Than \$40,000	1,183	23.9%
Total	4,942	100.0%
Highest Educational Level of Either Parent		
Less Than H.S. Graduate	866	17.1%
H.S. Graduate	1,770	34.9%
Associate Degree	746	14.7%
Bachelors Degree	1,013	20.0%
Other	672	13.3%
Total	5,067	100.0%

Table 3
(continued)
Ratings of M-DCC Services
College-Wide and by Campus

Services Provided by the College	Number Who Used Service	Percent Who Used Service	Percent of Users Who Were Satisfied	Responses								
				Used and Satisfied		Used and Dissatisfied		Knew But Did Not Use		Did Not Know About Service		
				Number	Percent	Number	Percent	Number	Percent	Number	Percent	
				Kendall Campus								
Reading, Writing, Math, or Study Skills Labs	Library	1,281	72.6%	89.6%	1,148	65.1%	133	7.5%	431	24.4%	52	2.9%
	Testing Office	1,004	57.2%	87.9%	883	50.3%	121	6.9%	620	35.3%	132	7.5%
	Admissions & Registration	897	51.1%	86.7%	778	44.3%	119	6.8%	428	24.4%	432	24.6%
	Bookstore	1,607	91.6%	86.2%	1,385	79.0%	222	12.7%	83	4.7%	64	3.6%
	Cafeteria	1,617	92.1%	79.9%	1,292	73.6%	325	18.5%	103	5.9%	35	2.0%
Advisement & Counseling		1,013	57.6%	79.9%	809	46.0%	204	11.6%	651	37.0%	94	5.3%
		1,411	80.3%	70.7%	998	56.8%	413	23.5%	270	15.4%	77	4.4%
Cultural Programs and Events		201	11.4%	93.0%	187	10.6%	14	0.8%	768	43.5%	794	45.1%
	Recreation & Athletic Programs	239	13.6%	84.9%	203	11.5%	36	2.0%	982	55.7%	542	30.7%
	Career Planning	230	13.0%	83.5%	192	10.9%	38	2.2%	720	40.8%	813	46.1%
	Campus Security	495	28.2%	81.2%	402	22.9%	93	5.3%	1,016	57.9%	243	13.9%
	Tutoring	310	17.6%	80.0%	248	14.1%	62	3.5%	952	54.1%	498	28.3%
	Job Placement	226	12.8%	69.5%	157	8.9%	69	3.9%	763	43.4%	770	43.8%
	Financial Aid	818	46.6%	63.8%	522	29.8%	296	16.9%	847	48.3%	89	5.1%
Wolfson Campus												
Reading, Writing, Math, or Study Skills Labs	Testing Office	597	66.1%	87.3%	521	57.7%	76	8.4%	152	16.8%	154	17.1%
	Library	683	75.2%	84.9%	580	63.9%	103	11.3%	169	18.6%	56	6.2%
	Admissions & Registration	578	64.0%	83.2%	481	53.3%	97	10.7%	228	25.2%	97	10.7%
	Bookstore	809	89.1%	82.2%	665	73.2%	144	15.9%	48	5.3%	51	5.6%
	Advisement & Counseling	818	90.7%	76.5%	626	69.4%	192	21.3%	53	5.9%	31	3.4%
Cultural Programs and Events		708	78.6%	75.3%	533	59.2%	175	19.4%	135	15.0%	58	6.4%
	Financial Aid	603	66.7%	74.8%	451	49.9%	152	16.8%	261	28.9%	40	4.4%
Recreation & Athletic Programs	Campus Security	349	38.7%	84.8%	296	32.8%	53	5.9%	406	45.0%	147	16.3%
	Admissions & Registration	161	17.8%	82.6%	133	14.7%	28	3.1%	368	40.7%	376	41.5%
	Bookstore	131	14.4%	77.9%	102	11.2%	29	3.2%	400	44.1%	377	41.5%
	Cafeteria	390	43.1%	76.9%	300	33.2%	90	10.0%	312	34.5%	202	22.3%
	Advisement & Counseling	179	19.8%	76.5%	137	15.1%	42	4.6%	337	37.2%	389	43.0%
Cultural Programs and Events		212	23.3%	69.3%	147	16.2%	65	7.2%	491	54.0%	206	22.7%
	Financial Aid	203	22.4%	63.1%	128	14.1%	75	8.3%	410	45.3%	293	32.3%

Table 3
(continued)
Ratings of M-DCC Services
College-Wide and by Campus

Services Provided by the College	Number Who Used Service			Percent of Users Who Were Satisfied			Responses					
	Number	Who Used	Percent Service	Percent	Who Used	Who Were Satisfied	Used and Satisfied		Used and Dissatisfied		Knew But Did Not Use	
							Number	Percent	Number	Percent	Number	Percent
InterAmerican Campus												
Campus Security Admissions & Registration Testing Office Reading, Writing, Math, or Study Skills Labs Financial Aid Library Advisement & Counseling Bookstore	226		54.7%	89.8%	203	49.2%	23	5.6%	123	29.8%	64	15.5%
	366		87.6%	89.6%	328	78.5%	38	9.1%	19	4.5%	33	7.9%
	220		53.1%	89.1%	196	47.3%	24	5.8%	98	23.7%	96	23.2%
	295		72.1%	87.1%	257	62.8%	38	9.3%	78	19.1%	36	8.8%
	276		67.0%	84.4%	233	56.6%	43	10.4%	107	26.0%	29	7.0%
	250		60.4%	82.4%	206	49.8%	44	10.6%	112	27.1%	52	12.6%
	325		78.3%	73.8%	240	57.8%	85	20.5%	63	15.2%	27	6.5%
	322		78.7%	73.6%	237	57.9%	85	20.8%	51	12.5%	36	8.8%
	85		20.7%	84.7%	72	17.5%	13	3.2%	133	32.4%	193	47.0%
	140		34.2%	83.6%	117	28.6%	23	5.6%	144	35.2%	125	30.6%
Cafeteria Career Planning Job Placement Recreation & Athletic Programs	177		43.0%	81.9%	145	35.2%	32	7.8%	91	22.1%	144	35.0%
	99		24.1%	81.8%	81	19.7%	18	4.4%	139	33.8%	173	42.1%
	99		24.3%	75.8%	75	18.4%	24	5.9%	135	33.1%	174	42.6%
	80		19.6%	75.0%	60	14.7%	20	4.9%	121	29.6%	208	50.9%

Table 4
Ratings of M-DCC Services by Part- and Full-Time Students

Services Provided by the College	Number Who Used Service	Percent Who Used Service	Percent of Users Who Were Satisfied	Responses							
				Used and Satisfied		Used and Dissatisfied		Knew But Did Not Use		Did Not Know About Service	
				Number	Percent	Number	Percent	Number	Percent	Number	Percent
				Part-Time							
Library	1,932	72.5%	88.4%	1,708	64.1%	224	8.4%	597	22.4%	137	5.1%
Testing Office	1,475	55.6%	88.3%	1,303	49.1%	172	6.5%	608	22.9%	571	21.5%
Admissions & Registration	2,366	88.7%	86.7%	2,051	76.9%	315	11.8%	151	5.7%	149	5.6%
Reading, Writing, Math, or Study Skills Labs	1,670	62.8%	85.9%	1,435	53.9%	235	8.8%	759	28.5%	232	8.7%
Bookstore	2,383	89.9%	73.8%	1,759	66.3%	624	23.5%	175	6.6%	94	3.5%
Advisement & Counseling	2,063	77.6%	73.4%	1,514	56.9%	549	20.6%	444	16.7%	152	5.7%
Financial Aid	1,544	58.0%	69.2%	1,068	40.1%	476	17.9%	974	36.6%	145	5.4%
Cultural Programs and Events	336	12.6%	87.2%	293	11.0%	43	1.6%	1,104	41.3%	1,230	46.1%
Recreation & Athletic Programs	371	13.9%	84.1%	312	11.7%	59	2.2%	1,214	45.5%	1,084	40.6%
Career Planning	462	17.3%	83.3%	385	14.4%	77	2.9%	987	37.0%	1,218	45.7%
Campus Security	970	36.5%	81.0%	786	29.5%	184	6.9%	1,355	50.9%	335	12.6%
Tutoring	663	24.9%	78.1%	518	19.5%	145	5.5%	1,251	47.0%	745	28.0%
Cafeteria	1,169	43.9%	76.3%	892	33.5%	277	10.4%	974	36.6%	519	19.5%
Job Placement	432	16.2%	71.3%	308	11.6%	124	4.7%	1,048	39.4%	1,183	44.4%
Full-Time											
Library	1,568	80.1%	88.6%	1,389	70.9%	179	9.1%	336	17.2%	54	2.8%
Reading, Writing, Math, or Study Skills Labs	1,232	63.1%	87.4%	1,077	55.1%	155	7.9%	553	28.3%	168	8.6%
Testing Office	1,161	59.3%	86.3%	1,002	51.1%	159	8.1%	409	20.9%	389	19.9%
Admissions & Registration	1,799	92.4%	86.2%	1,550	79.6%	249	12.8%	80	4.1%	69	3.5%
Advisement & Counseling	1,526	78.1%	75.0%	1,144	58.5%	382	19.5%	328	16.8%	101	5.2%
Cafeteria	1,050	53.9%	74.4%	781	40.1%	269	13.8%	572	29.4%	325	16.7%
Financial Aid	1,290	66.1%	74.0%	955	48.9%	335	17.2%	589	30.2%	73	3.7%
Bookstore	1,817	93.4%	72.9%	1,325	68.1%	492	25.3%	85	4.4%	44	2.3%
Cultural Programs and Events	317	16.2%	86.4%	274	14.0%	43	2.2%	766	39.2%	872	44.6%
Campus Security	763	39.2%	85.7%	654	33.6%	109	5.6%	934	48.0%	248	12.8%
Tutoring	487	24.9%	81.9%	399	20.4%	88	4.5%	1,028	52.6%	441	22.5%
Career Planning	373	19.1%	81.8%	305	15.6%	68	3.5%	718	36.7%	866	44.3%
Recreation & Athletic Programs	262	13.4%	80.9%	212	10.8%	50	2.6%	931	47.6%	763	39.0%
Job Placement	340	17.5%	67.1%	228	11.7%	112	5.8%	787	40.4%	820	42.1%

Table 5
Ratings of M-DCC Services by When Students Take Classes

Number				Responses								
Services Provided by the College	Who Used Service	Percent Who Used Service	Percent of Users Who Were Satisfied	Used and Satisfied		Used and Dissatisfied		Knew But Did Not Use		Did Not Know About Service		
				Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Mostly Mornings												
Reading, Writing, Math, or Study Skills Labs	Library	2,119	77.9%	89.0%	1,886	69.3%	233	8.6%	513	18.9%	89	3.3%
	Testing Office	1,702	62.8%	87.5%	1,489	55.0%	213	7.9%	772	28.5%	235	8.7%
	Admissions & Registration	1,586	58.4%	87.4%	1,386	51.0%	200	7.4%	599	22.1%	530	19.5%
	Advisement & Counseling	2,455	90.6%	86.8%	2,131	78.7%	324	12.0%	132	4.9%	122	4.5%
	Cafeteria	2,092	77.2%	75.5%	1,580	58.3%	512	18.9%	454	16.8%	164	6.1%
	Bookstore	1,445	53.3%	74.8%	1,081	39.9%	364	13.4%	876	32.3%	388	14.3%
	Financial Aid	2,494	92.2%	74.3%	1,852	68.4%	642	23.7%	133	4.9%	79	2.9%
	Cultural Programs and Events	1,757	64.7%	71.4%	1,254	46.2%	503	18.5%	834	30.7%	124	4.6%
	Career Planning	388	14.3%	86.3%	335	12.3%	53	1.9%	1,141	41.9%	1,191	43.8%
Recreation & Athletic Programs	Campus Security	536	19.7%	84.9%	455	16.7%	81	3.0%	1,038	38.2%	1,146	42.1%
	Tutoring	1,040	38.3%	83.7%	870	32.1%	170	6.3%	1,345	49.6%	327	12.1%
	Job Placement	372	13.7%	82.0%	305	11.2%	67	2.5%	1,295	47.6%	1,051	38.7%
	Cultural Programs and Events	672	24.8%	79.8%	536	19.8%	136	5.0%	1,400	51.6%	641	23.6%
	Career Planning	479	17.6%	68.1%	326	12.0%	153	5.6%	1,118	41.2%	1,117	41.2%
	Mostly Afternoons											
	Reading, Writing, Math, or Study Skills Labs	326	59.8%	88.0%	287	52.7%	39	7.2%	177	32.5%	42	7.7%
	Testing Office	392	71.9%	87.0%	341	62.6%	51	9.4%	138	25.3%	15	2.8%
	Admissions & Registration	289	53.1%	86.9%	251	46.1%	38	7.0%	122	22.4%	133	24.4%
Cafeteria	487	89.0%	85.0%	414	75.7%	73	13.3%	29	5.3%	31	5.7%	
Bookstore	280	51.5%	76.1%	213	39.2%	67	12.3%	178	32.7%	86	15.8%	
Advisement & Counseling	480	88.9%	72.5%	348	64.4%	132	24.4%	45	8.3%	15	2.8%	
Financial Aid	421	77.2%	72.2%	304	55.8%	117	21.5%	101	18.5%	23	4.2%	
Cultural Programs and Events	285	52.3%	70.5%	201	36.9%	84	15.4%	231	42.4%	29	5.3%	
Recreation & Athletic Programs	72	13.2%	87.5%	63	11.6%	9	1.7%	209	38.3%	264	48.4%	
Campus Security	78	14.3%	84.6%	66	12.1%	12	2.2%	269	49.3%	199	36.4%	
Tutoring	181	33.5%	82.3%	149	27.6%	32	5.9%	285	52.8%	74	13.7%	
Career Planning	117	21.5%	80.3%	94	17.3%	23	4.2%	297	54.6%	130	23.9%	
Job Placement	87	16.0%	79.3%	69	12.7%	18	3.3%	196	36.0%	261	48.0%	
	79	14.6%	73.4%	58	10.7%	21	3.9%	222	41.0%	240	44.4%	

Table 5
(continued)
Ratings of M-DCC Services by When Students Take Classes

Services Provided by the College	Number Who Used Service		Percent of Users Who Were Satisfied		Responses								
	Who Used Service	Who Used Service	Who Used Service	Who Were Satisfied	Used and Satisfied		Used and Dissatisfied		Knew But Did Not Use		Did Not Know About Service		
					Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Mostly Evenings													
Testing Office Library	650	55.8%	88.0%	572	49.1%	78	6.7%	262	22.5%	252	21.6%		
	848	72.5%	87.9%	745	63.7%	103	8.8%	247	21.1%	74	6.3%		
	1,059	90.7%	86.6%	917	78.5%	142	12.2%	55	4.7%	54	4.6%		
	764	65.2%	83.6%	639	54.6%	125	10.7%	301	25.7%	106	9.1%		
Reading, Writing, Math, or Study Skills Labs Bookstore	1,053	90.7%	72.6%	764	65.8%	289	24.9%	71	6.1%	37	3.2%		
	663	57.0%	72.5%	481	41.3%	182	15.6%	445	38.2%	56	4.8%		
	937	80.2%	71.4%	669	57.2%	268	22.9%	177	15.1%	55	4.7%		
	163	13.9%	89.6%	146	12.5%	17	1.5%	449	38.4%	558	47.7%		
Cultural Programs and Events Recreation & Athletic Programs	158	13.5%	84.8%	134	11.4%	24	2.0%	505	43.1%	508	43.4%		
	455	39.1%	82.6%	376	32.3%	79	6.8%	553	47.5%	157	13.5%		
	315	27.0%	80.3%	253	21.7%	62	5.3%	492	42.2%	360	30.8%		
	403	34.6%	80.1%	323	27.7%	80	6.9%	433	37.1%	330	28.3%		
Cafeteria Career Planning	179	15.3%	79.3%	142	12.1%	37	3.2%	411	35.2%	579	49.5%		
	174	14.9%	70.7%	123	10.5%	51	4.4%	426	36.5%	566	48.5%		
	Mostly Weekends												
	37	66.1%	91.9%	34	60.7%	3	5.4%	13	23.2%	6	10.7%		
Testing Office Admissions & Registration	30	53.6%	90.0%	27	48.2%	3	5.4%	14	25.0%	12	21.4%		
	47	82.5%	89.4%	42	73.7%	5	8.8%	5	8.8%	5	8.8%		
	43	76.8%	83.7%	36	64.3%	7	12.5%	10	17.9%	3	5.4%		
	50	89.3%	74.0%	37	66.1%	13	23.2%	3	5.4%	3	5.4%		
Bookstore Financial Aid	35	62.5%	54.3%	19	33.9%	16	28.6%	18	32.1%	3	5.4%		
	9	16.1%	88.9%	8	14.3%	1	1.8%	22	39.3%	25	44.6%		
	9	16.1%	88.9%	8	14.3%	1	1.8%	18	32.1%	29	51.8%		
	24	43.6%	87.5%	21	38.2%	3	5.5%	23	41.8%	8	14.5%		
Reading, Writing, Math, or Study Skills Labs Job Placement	10	17.9%	80.0%	8	14.3%	2	3.6%	18	32.1%	28	50.0%		
	17	30.4%	76.5%	13	23.2%	4	7.1%	21	37.5%	18	32.1%		
	8	14.3%	75.0%	6	10.7%	2	3.6%	25	44.6%	23	41.1%		
	16	28.6%	68.8%	11	19.6%	5	8.9%	31	55.4%	9	16.1%		
Cafeteria Recreation & Athletic Programs	12	21.4%	58.3%	7	12.5%	5	8.9%	25	44.6%	19	33.9%		
	12	21.4%	58.3%	7	12.5%	5	8.9%	25	44.6%	19	33.9%		
	12	21.4%	58.3%	7	12.5%	5	8.9%	25	44.6%	19	33.9%		
	12	21.4%	58.3%	7	12.5%	5	8.9%	25	44.6%	19	33.9%		

Table 6
Student Agreement with Statements Related to Services and Support
College-Wide

	Ratings							
	Disagree		Uncertain		Agree		Unable to Rate	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
M-DCC has.....								
A flexible schedule of courses offered at a variety of times throughout the day and during the week	646	13.0%	701	14.1%	3,439	69.0%	198	4.0%
Computers and other equipment to support my program	360	7.2%	796	16.0%	3,151	63.4%	661	13.3%
Faculty members who are accessible	507	10.2%	1,033	20.8%	2,972	59.8%	461	9.3%
A library that meets the students' needs	541	10.9%	935	18.8%	2,774	55.8%	720	14.5%
An advising program focused on the student's academic and overall curriculum requirements	549	11.1%	1,142	23.0%	2,556	51.5%	716	14.4%
Faculty members who care about my progress and want me to succeed	616	12.4%	1,397	28.1%	2,428	48.8%	531	10.7%
Other personnel who care about my progress and want me to succeed	681	13.8%	1,505	30.4%	1,752	35.4%	1,010	20.4%
Adequate transportation to and from the campus	497	10.1%	979	19.8%	1,454	29.5%	2,007	40.7%
An excellent career counseling program	656	13.3%	1,558	31.5%	1,222	24.7%	1,512	30.6%
Programs leading directly to a job	356	7.2%	1,304	26.3%	1,157	23.4%	2,138	43.1%
An excellent job placement program	435	8.8%	1,426	28.9%	852	17.3%	2,219	45.0%
An adequate child care program	248	5.0%	1,134	23.0%	762	15.4%	2,793	56.6%

Table 7
Student Agreement with Statements Related to Services and Support
North Campus

	Ratings							
	Disagree		Uncertain		Agree		Unable to Rate	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<i>M-DCC has.....</i>								
A flexible schedule of courses offered at a variety of times throughout the day and during the week	147	12.4%	144	12.2%	830	70.2%	62	5.2%
							1,183	100.0%
A library that meets the students' needs	99	8.4%	199	16.9%	719	60.9%	164	13.9%
							1,181	100.0%
Computers and other equipment to support my program	98	8.3%	209	17.8%	667	56.8%	200	17.0%
							1,174	100.0%
Faculty members who are accessible	126	10.7%	260	22.0%	661	55.9%	135	11.4%
							1,182	100.0%
An advising program focused on the student's academic and overall curriculum requirements	144	12.2%	254	21.5%	573	48.6%	208	17.6%
							1,179	100.0%
Faculty members who care about my progress and want me to succeed	145	12.3%	334	28.3%	539	45.7%	161	13.7%
							1,179	100.0%
Other personnel who care about my progress and want me to succeed	148	12.6%	355	30.2%	393	33.4%	280	23.8%
							1,176	100.0%
Adequate transportation to and from the campus	92	7.9%	238	20.3%	359	30.7%	481	41.1%
							1,170	100.0%
An excellent career counseling program	153	13.0%	361	30.7%	286	24.4%	374	31.9%
							1,174	100.0%
Programs leading directly to a job	77	6.6%	309	26.3%	255	21.7%	532	45.4%
							1,173	100.0%
An adequate child care program	39	3.3%	255	21.8%	193	16.5%	685	58.4%
							1,172	100.0%
An excellent job placement program	99	8.5%	321	27.5%	180	15.4%	568	48.6%
							1,168	100.0%

AB99028-2
11/16/99

Table 9
Student Agreement with Statements Related to Services and Support
Wolfson Campus

	Ratings							
	Disagree		Uncertain		Agree		Unable to Rate	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<i>M-DCC has.....</i>	103	11.5%	135	15.1%	620	69.2%	38	4.2%
A flexible schedule of courses offered at a variety of times throughout the day and during the week								
Computers and other equipment to support my program	74	8.3%	127	14.3%	583	65.5%	106	11.9%
Faculty members who are accessible	93	10.5%	209	23.6%	504	56.8%	81	9.1%
A library that meets the students' needs	127	14.2%	183	20.5%	446	50.0%	136	15.2%
An advising program focused on the student's academic and overall curriculum requirements	99	11.1%	228	25.5%	446	49.9%	121	13.5%
Faculty members who care about my progress and want me to succeed	111	12.5%	249	28.0%	436	49.0%	94	10.6%
Adequate transportation to and from the campus	101	11.3%	172	19.3%	374	42.0%	243	27.3%
Other personnel who care about my progress and want me to succeed	124	13.9%	262	29.3%	329	36.8%	180	20.1%
An excellent career counseling program	125	14.1%	294	33.1%	212	23.9%	256	28.9%
Programs leading directly to a job	81	9.1%	246	27.6%	204	22.9%	360	40.4%
An excellent job placement program	92	10.4%	276	31.2%	180	20.4%	336	38.0%
An adequate child care program	47	5.3%	207	23.3%	165	18.6%	468	52.8%

Table 10
Student Agreement with Statements Related to Services and Support
Medical Center Campus

	Ratings							
	Disagree		Uncertain		Agree		Unable to Rate	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<i>M-DCC has.....</i>								
Computers and other equipment to support my program	32	8.1%	52	13.2%	291	73.7%	20	5.1%
Faculty members who are accessible	52	13.1%	66	16.6%	267	67.3%	12	3.0%
A library that meets the students' needs	45	11.4%	75	19.0%	250	63.3%	25	6.3%
Faculty members who care about my progress and want me to succeed	51	12.8%	81	20.4%	248	62.5%	17	4.3%
An advising program focused on the student's academic and overall curriculum requirements	37	9.5%	89	22.9%	208	53.6%	54	13.9%
A flexible schedule of courses offered at a variety of times throughout the day and during the week	110	28.4%	84	21.6%	182	46.9%	12	3.1%
Other personnel who care about my progress and want me to succeed	53	13.6%	107	27.5%	182	46.8%	47	12.1%
Programs leading directly to a job	33	8.5%	98	25.1%	161	41.3%	98	25.1%
An excellent career counseling program	58	14.9%	146	37.5%	99	25.4%	86	22.1%
Adequate transportation to and from the campus	84	21.6%	85	21.9%	88	22.6%	132	33.9%
An excellent job placement program	36	9.3%	142	36.7%	54	14.0%	155	40.1%
An adequate child care program	35	9.0%	122	31.4%	49	12.6%	183	47.0%

Table 11
Student Agreement with Statements Related to Services and Support
Homestead Campus

<i>M-DCC has.....</i>	Ratings							
	Disagree		Uncertain		Agree		Unable to Rate	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Computers and other equipment to support my program	20	5.6%	60	16.7%	254	70.8%	25	7.0%
Faculty members who are accessible	28	7.8%	73	20.4%	229	64.0%	28	7.8%
A flexible schedule of courses offered at a variety of times throughout the day and during the week	59	16.3%	63	17.4%	226	62.4%	14	3.9%
A library that meets the students' needs	27	7.5%	90	25.1%	195	54.3%	47	13.1%
Faculty members who care about my progress and want me to succeed	30	8.4%	105	29.3%	190	53.1%	33	9.2%
Other personnel who care about my progress and want me to succeed	30	8.4%	105	29.3%	190	53.1%	33	9.2%
An advising program focused on the student's academic and overall curriculum requirements	32	8.9%	91	25.3%	189	52.5%	48	13.3%
An excellent career counseling program	37	10.3%	123	34.4%	92	25.7%	106	29.6%
Programs leading directly to a job	32	8.9%	83	23.1%	86	23.9%	159	44.2%
An excellent job placement program	29	8.1%	100	27.9%	63	17.5%	167	46.5%
Adequate transportation to and from the campus	44	12.4%	83	23.3%	60	16.9%	169	47.5%
An adequate child care program	29	8.1%	80	22.3%	56	15.6%	193	53.9%

42

41

24

Table 12
Student Agreement with Statements Related to Services and Support
InterAmerican Campus

	Ratings							
	Disagree		Uncertain		Agree		Unable to Rate	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<i>M-DCC has.....</i>								
Computers and other equipment to support my program	38	9.4%	57	14.1%	281	69.6%	28	6.9%
A flexible schedule of courses offered at a variety of times throughout the day and during the week	67	16.6%	64	15.8%	256	63.4%	17	4.2%
Faculty members who are accessible	44	10.9%	76	18.8%	250	61.9%	34	8.4%
An advising program focused on the student's academic and overall curriculum requirements	46	11.6%	102	25.8%	203	51.4%	44	11.1%
Faculty members who care about my progress and want me to succeed	51	12.6%	110	27.2%	205	50.6%	39	9.6%
A library that meets the students' needs	67	17.0%	89	22.5%	173	43.8%	66	16.7%
Other personnel who care about my progress and want me to succeed	56	14.0%	108	27.0%	172	43.0%	64	16.0%
An excellent career counseling program	72	17.9%	115	28.6%	157	39.1%	58	14.4%
Adequate transportation to and from the campus	54	13.6%	92	23.2%	125	31.5%	126	31.7%
Programs leading directly to a job	41	10.2%	133	33.1%	116	28.9%	112	27.9%
An excellent job placement program	56	14.0%	124	31.0%	111	27.8%	109	27.3%
An adequate child care program	34	8.5%	111	27.9%	98	24.6%	155	38.9%

Appendix A

ENROLLED STUDENT SURVEY

Miami-Dade Community College is conducting a survey of students to collect information that will help improve the quality of programs and services. Please answer the following questions based on your experiences at M-DCC on the answer sheet provided. We appreciate your input and comments!

1. Are you seeking a degree from Miami-Dade?
 - a. Yes
 - b. No (if no, skip to question #3)
2. If yes, which of the following are you seeking?
 - a. Associate in Arts
 - b. Associate in Science
 - c. Vocational Certificate
 - d. College Certificate
 - e. Other
3. If you take most of your classes at one of the following locations, please indicate which one. If not, please leave blank and skip to question #4.
 - a. North Campus
 - b. Kendall Campus
 - c. Wolfson Campus
 - d. Medical Center Campus
 - e. Homestead Campus
4. If you take most of your classes at one of the following locations, please indicate which one. If you selected a campus in question #3 please skip to question #5.
 - a. InterAmerican Campus
 - b. Hialeah Center
 - c. Entrepreneurial Education Center
 - d. Other outreach center
5. When do you take most of your classes?
 - a. Morning
 - b. Afternoon
 - c. Evening
 - d. Weekend
6. How many credits do you usually take each semester?
 - a. 1-6
 - b. 7-11
 - c. 12 or more
7. How many credits have you completed at Miami-Dade?
 - a. None
 - b. 1 - 11
 - c. 12 - 24
 - d. 25 - 59
 - e. 60 or more

8. What is your GPA?
- Below 2.0
 - 2.0-2.49
 - 2.5-2.99
 - 3.0-3.49
 - 3.5 and above
9. What is your ethnic background?
- Asian/Pacific Islander/American Indian
 - Black non-Hispanic
 - Hispanic
 - White non-Hispanic
 - Other
10. What is your gender?
- Male
 - Female
11. How many hours are you employed each week?
- None
 - 1 - 20
 - 21 - 34
 - 35 - 39
 - 40 or more
12. What is the total annual income in your home (from all sources)?
- less than \$10,000
 - \$10,001 - \$20,000
 - \$20,001 - \$30,000
 - \$30,001 - \$40,000
 - more than \$40,000
13. What is the highest level of education attained by either of your parents?
- Less than high school graduate
 - High school graduate
 - Associate degree
 - Bachelors degree
 - Other

Please rate the following services using the scale provided below.

- 1 = Did not know about service**
2 = Knew about service but did not use
3 = Used service and was satisfied
4 = Used service and was dissatisfied

14. Admissions and registration
15. Financial aid
16. Advisement and Counseling
17. Testing Office
18. Library
19. Bookstore

20. Reading, writing, mathematics, or study skills labs
21. Tutoring
22. Recreation and athletic programs
23. Cultural programs and events
24. Career planning
25. Job placement
26. Cafeteria
27. Campus security

Please use the scale below to respond to the following statements.

- 1 = Mostly agree**
2 = Neither agree nor disagree
3 = Mostly disagree
4 = Unable to rate

Miami-Dade Community College has:

28. an advising program focused on the student's academic and overall curriculum requirements.
 29. an excellent career counseling program.
 30. an excellent job placement program.
 31. programs leading directly to a job.
 32. an adequate childcare program.
 33. a library that meets the students' needs.
 34. adequate transportation to and from the campus.
 35. a flexible schedule of courses offered at a variety of times throughout the day and during the week.
 36. computers and other equipment to support my program.
 37. faculty members who are accessible (office hours, appointments).
 38. faculty who care about my progress and want me to succeed.
 39. other personnel who care about my progress and want me to succeed.
-
40. How satisfied are you with M-DCC?
 - a. Very satisfied
 - b. Satisfied
 - c. Dissatisfied
 - d. Very dissatisfied
 - e. Uncertain

Please use the remaining space provided on this survey to make any comments you would like about M-DCC. Thank you for your participation.



Miami-Dade Community College

**MIAMI-DADE IS AN EQUAL ACCESS/EQUAL OPPORTUNITY COMMUNITY COLLEGE
AND DOES NOT DISCRIMINATE ON THE BASIS OF HANDICAP. 4/88**



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: How Do Enrolled Students Evaluate Miami-Dade Community College Services? Research Report # 99-09R	
Author(s): Joanne Bashford	
Corporate Source:	Publication Date: November 1999

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

The sample sticker shown below will be
affixed to all Level 1 documents



Check here
For Level 1 Release:
Permitting reproduction in
microfiche (4" x 6" film) or
other ERIC archival media
(e.g., electronic or optical)
and paper copy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Level 1

The sample sticker shown below will be
affixed to all Level 2 documents



Check here
For Level 2 Release:
Permitting reproduction in
microfiche (4" x 6" film) or
other ERIC archival media
(e.g., electronic or optical),
but *not* in paper copy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS
MATERIAL IN OTHER THAN PAPER
COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Level 2

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign
here→
please

Signature: 	Printed Name/Position/Title: Joanne Bashford Associate Director	
Organization/Address: Institutional Research Miami-Dade Community College 300 N.E. 2nd Ave., Room 5601 Miami, FL 33132-2297	Telephone: (305) 237-7488 E-Mail Address: jbashfor@mdcc.edu	FAX: (305) 237-7496 Date: 11/28/00

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

TAMARA HOLUB
Acquisitions Analyst
University of California, Los Angeles
ERIC Clearinghouse for Community Colleges
3051 Moore Hall
Los Angeles, CA 90095-1521

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: